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ABSTRACT

This book provides a comprehensive review of teaching-learning models used in the development and implementation of a curriculum for gifted students. The models described were selected for their demonstrated or potential success with gifted children and their widespread use. For each model, the following types of information are provided: assumptions underlying the model, elements of the model, modification of the basic curriculum, modifying the approach, model development, research on effectiveness, advantages and disadvantages, and references. Following an introductory chapter, nine chapters cover the following models: (1) George Betts--the autonomous learner model; (2) Benjamin Bloom and David Krathwohl--the cognitive and affective taxonomies; (3) Jerome Bruner--the basic structure of a discipline; (4) Sidney Parnes--creative problem solving; (5) Joseph S. Renzulli--the enrichment triad; (6) Shlomo and Yael Sharan--group investigations; (7) Hilda Taba--teaching strategies program; (8) Calvin Taylor--multiple talent approach; and (9) Donald J. Treffinger--self-directed learning. In addition, five other approaches are briefly described: J. P. Guilford--the structure of intellect; Lawrence Kohlberg--discussions of moral dilemmas; Frank E. Williams--teaching strategies for thinking and feeling; problem-based learning; and thinking actively in a social context. The final chapter offers guidelines for developing a comprehensive approach to gifted education curricula. (Individual chapters contain references.) (DB)

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